TEACHING AND GIVING FEEDBACK TO MILLENNIALS—

WHAT WORKS; WHAT DOESN’T?

Bruce Peyser MD, FACP
Professor of Medicine
Duke University Medical Center
April 2017
AN OVERVIEW OF TEACHING

“What nobler employment or more valuable to the state, than that of the man [or woman] who instructs the rising generation?”

-Cicero, 106-43 BC
AN OVERVIEW OF CHILDREN

“Children nowadays are tyrants. They contradict their parents, chatter before company, gobble their food, and tyrannize their teachers”

Socrates
(c 470 BC-399 BC)
WHAT ARE MY CREDENTIALS??
MANY OF YOU ARE EXPERIENCED MILLENNIAL–TEACHERS ALREADY...
AT THE END OF THIS TALK, YOU WILL BE ABLE TO:

1. Describe salient generational characteristics that exist today
2. Compare and contrast learning/teaching styles that characterize the generations
3. Consider many important educational strengths + challenges that Millennials face in the field of medicine
4. Implement an effective strategy for giving feedback to Millennials
5. Incorporate new communication methods to use in your classroom, at the bedside, in the office, or in your own home!
CONFLICT
OF
INTEREST
NONE.
WHY DO WE EVEN CARE ABOUT GENERATIONAL DIFFERENCES?

1. Successful teachers are aware of differences in needs of their learners. (Talk tomorrow about teaching multiple learners at different levels)
2. New technologies today can exacerbate the tension that might already exist between teachers and learners.
3. A more complete understanding of the generations can lead to a better learning atmosphere for everyone.
ANOTHER REASON WHY UNDERSTANDING GENERATIONAL DIFFERENCES IS SO IMPORTANT..

“The reality is that, increasingly, the world around us is focused less on the achievements of individual experts, and more on collaboration between individuals and groups to solve complex problems.”

Darrell Kirch MD
AAMC President’s Address
November 2007
Teamwork is Key
There are 4 major generational groups currently in US today.

- Millennials
- Generation X
- Baby Boomers
- Silent Generation

99% of residents, fellows and students are Millennials.

By 2020-2024, most employees in US will be Millennials.
America’s Growing Labor Shortage
Lack of workers in ag and construction is hurting the economy.

March 29, 2017 7:14 p.m. ET

President Trump approved the Keystone XL pipeline on Friday, and good for him, but will there be enough workers to build it? That’s a serious question. Many American employers, especially in construction and agriculture, are facing labor shortages that would be exacerbated by restrictionist immigration policies.

The Wall Street Journal
SILENT GENERATION

- Born between 1928-1945
- 28 million individuals in the US 2015
- Strongly affected by Great Depression, WWII
- Believe in duty and sacrifice; are loyal and patriotic
- Key to this group:
  - Accountability, responsibility, experience, respect for authority
- Learned from lectures, books, memorization
- Accustomed to limited resources
LETS BE CAREFUL ABOUT STEREOTYPES

Mick Jagger, age 73
To be a Genius, Think Like a 94 year old

Dr. John Goodenough
A Silent Generation Hero to Emulate

Article written by Pagan Kennedy in NY Times (April 7, 2017)

At age 57, Dr. Goodenough co-invented the Lithium battery.

Has now applied for a new patent on a battery that is inexpensive, lightweight, and safe and could change the way electric cars are made.

He is still working with his team at U of Austin at age 94.

“Some of us are turtles; we crawl and struggle along, and we haven’t figured it out by the time we are 30. But the turtles have to keep on walking”.

BABY BOOMERS

- Born between 1946-1964 (ages 50’s to 60’s)
- 75 million in US 2015
- Have witnessed much growth in US and world economies.
- They are typically optimistic, generous, permissive, individualistic.
- Lived through Vietnam War, Woodstock, Civil Rights and Women’s Lib movements
- They are driven by success and are goal oriented. They live to work!!
More about Baby Boomers..

1. They value team building and relationships.
2. Loyal to their institutions.
3. Understand metrics, RVU’s, incentive pay.
4. They can never have enough titles.
5. Career is their identity.
6. Suffer from DSL
7. Digital as Second Language.
8. Oftentimes have some hearing deficits.
9. Most importantly, they Parent Millennials.
GENERATION X

- Born between 1965-1980 (ages 30-40's)
- 66 million in US 2015
- Defined by many changes in culture:
  - have survived AIDS, Gulf War, and 1987 market crash.
- As adults are independent, self-sufficient, resourceful, and pragmatic. They can be skeptical of authority figures.
- Value free time, and time with family
VIP GENERATION X’ERS FROM MONTANA

Mike Spinelli MD  Anne Rich MD  Zach Meyers MD
MILLENNIALS

- AKA Gen Y, the Net Generation, Generation Me
- Born between 1981-1996 (ages 20-30’s)
- 75.4 million in US 2015
- Tremendously affected by the internet
- By 2010, 75% were pursuing social networking → now ~95%
- 2/3 have posted a photo or video of themselves online…this week!

Orin Hansen

Kena Lackman
MILLENNIALS: GENERAL CHARACTERISTICS

They’ve had technology at their fingertips since birth.

“Gen. Y is an optimistic and assertive generation, surrounded by technology and comfortable with multitasking.”

- Evans et al. The Medical Education of Generation Y.
Hugely comfortable with tech and computers; hyper-connected to internet with iPads, cell phones, and laptops…. They find information quickly—and expect immediate responses!

They don’t like newspapers, commercials, or things that waste time.

They’re often in a hurry: e.g. They stream our lectures at 2-3x!
MILLENNIALS ARE...

- Generally optimistic about their future
- Confident with a strong sense of self.
- Straightforward about communication and appreciate authenticity
- Concerned about equality
- Focus upon fairness.
- Inquisitive
- In a hurry
MILLENNIALS DO NOT HAVE IT EASY AND FREQUENTLY STRUGGLE TO MAKE ENDS MEET

The New Yorker

THE GIG ECONOMY CELEBRATES WORKING YOURSELF TO DEATH

By Jia Tolentino  March 22, 2017

The New Yorker
HOW DO MILLENNIALS VIEW WORK?

- They are very oriented to teams.
- They like to innovate.
- Work can be seen as a series of short-term goals vs. long-term achievements.
- Coaches and mentors are key.
- They want access (even limited) to decision makers.
- They want work time to be efficient.
- They work to live.
How do Millennials like to learn?

- Organization is key, with structure and good scheduling.
- They prefer experiential learning and engaging within groups.
- Simulation is great. (e.g., NEJM interactive cases).
- They are adult learners.
- They want to be able to learn 24/7.
AND IN THE CLASSROOM..

▶ Don’t take offense when laptops or phones are out and being used.
▶ Consider using Prezi not Powerpoint.
▶ Think about flipping your classroom, send out materials night before, but be organized!
OUTLINE FOR NEXT 45 MINUTES:

1. **Feedback**: what, when, and how

2. Dive into some important aspects of **learning theory**
   1. We will explore ways to “Create a Learning Conversation” as detailed in the 1999 book “Difficult Conversations.” by Stone, Patton, + Heen.

3. Analyze **commonly used approaches** to giving feedback
   1. Namely: in the outpatient setting especially for longitudinal learners.

4. **Role-play** time!
   1. How you might give feedback to some challenging learners in your clinics.

5. **Debrief**
   1. Review 8 take home approaches to feedback to put in your toolbox.
REVISED PLAN:

1. How to give effective feedback: Scaffolding

2. ARCH model for feedback

3. Final coaching tips in the Millennial context
“The continuity that extends in longitudinal learning clinics has been shown to provide students greater satisfaction with feedback and mentoring, as compared to students on more traditional block rotations.”

FEEDBACK COMES IN DIFFERENT FLAVORS...

“Often the receiver wants or hears one kind of feedback while the giver actually means another.”

Stone and Heen, Thanks for the Feedback (2014 p. 18)
SOME IMPORTANT FLAVORS:

- **APPRECIATION** for a job well done.
  
  
  “Thanks for doing that.”
  
  **Purpose:** motivate

- **COACHING** – “Hey, here are some tips to help you next time you are in the same circumstance.”
  
  **Purpose:** increase knowledge or skills

- **EVALUATION** – “Let’s assess so you know where you stand.”
  
  **Purpose:** line up expectations + enhance good decision-making
SOME TRIGGERS CAN IMPEDE FEEDBACK:

- **Truth triggers** - When feedback one receives feels incomplete, wrong, or inaccurate
- **Relationship triggers** - When the receiver is not felt cared for or respected and the feedback is not interpreted properly
- **Identity triggers** - When feedback is given that disrupts our sense of who we are

In each case, the receiver might reject the feedback.
WHAT MAKES FEEDBACK EFFECTIVE?

1. It is shared frequently and in context
2. It aims to achieve a specific outcome
3. It is realistic in its expectations
4. It shows respect for the recipient
5. It is a two-way conversation
6. It is expressed as a point of view, rather than an absolute truth.
7. It assumes an opportunity for follow up.
ARCH MODEL:
As described in journal *Teaching Physician*

- **Assessment of self**
- **Reinforce successes**
- **Confirm Corrections**
- **Help improve**
November 2015 Education Column

ARCH: A Guidance Model for Providing Effective Feedback to Learners

S. Dennis Baker, PhD; Gregory Turner, EdD; Suzanne C. Bush, MD Florida State University College of Medicine

Many medical students and residents are averse to the word feedback because of the feeling they get in their gut when a clinical teacher says, "Let me give you some feedback." These words may be followed by the infamous "feedback sandwich" with the learner feeling that the emphasis was on what he/she did wrong. The feedback sandwich is an incomplete model, as it does not include a request for self-assessment, the setting of goals, and the development of an action plan that can include coaching from the instructor. The ARCH feedback model includes these often missing components and serves as a guidance system, which is the purpose of feedback.

The components of the ARCH feedback model are as follows:

A = Allow/Ask for self-assessment
R = Reinforce what is being done well (attitudes, skills, and knowledge)
C = Confirm what needs Correction or improvement
H = Help the learner with an action plan for improvement and coach as needed
1. ASK/ALLOW FOR SELF-ASSESSMENT

- Pick the right moment to discuss feedback.
- Ask the learner to self-assess and request both positive and negative observations.
- Emphasize specificity, not generalities.
- Try: “Tell me something you are doing well, and also something you would like to work on.”
2. **REINFORCE WHAT WAS DONE RIGHT**

- Focus on the strengths mentioned by the learner.
- Then comment on strengths *you have* observed.
- Ask how the learner determined what was being done well or how improvement occurred.
- Communicate what you think worked.
- Again: Be specific! Provide details and examples.
3. CONFIRM AREAS FOR CORRECTION

This section is most important. The learner really needs to identify and understand what areas need work.

- Start with the learner’s self-identified items for correction.
- Point out the the items you agree with.
- Add what else you think needs to change
- Be descriptive, not judgmental
4. **HELP CREATE AN IMPROVEMENT PLAN**

- Ask the learner to suggest strategies for improvement.
- Collaboratively, add your own thoughts and suggestions.
- Set SMARTER goals:
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-bound
  - Engaging
  - Rewarding

Have student record plan and email a copy to you.
Recap: ARCH approach

- Assessment of self *(by learner)*
- Reinforce successes
- Confirm Corrections
- Help improve
Permission Granted to use part of ARCH
GIVING FEEDBACK TO MILLENNIALS
TOP 10 FEEDBACK TIPS FOR WORKING WITH MILLENNIALS

10) Timing is everything. Do it soon after the work is observed.

9) Be succinct. Avoid 20 min discussion.

8) Be detailed oriented. Give them examples, quotes.

7) Use humor. (Need for Comic improvisation for faculty develop)
LETTERMAN PEYSER
TOP 10 FEEDBACK TIPS
FOR WORKING WITH MILLENNIALS

6) Dump the feedback sandwich.
5) Always let them self-assess first.
4) Don’t overwhelm. Pick 3-4 items max.
3) Never give (–) feedback by email.
2) If you have a challenging learner, get help from program director, or others.
AND THE #1 TIP FOR WORKING WITH AND GIVING FEEDBACK TO MILLENNIALS IS...

Take a risk and try new things!
Find new ways to give feedback that can be more effective such as ARCH

Paragliding
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Who Should Attend
ONE FINAL HISTORICAL PERSPECTIVE

- The young do not know enough to be prudent and therefore they attempt the impossible—and achieve it generation after generation.

Pearl S Buck
Thank You